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## Approval process report

Roehampton University, Physiotherapy, 2021-22

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### Executive Summary

This is a report of the process to approve the Physiotherapy programmes at Roehampton University. This report captures the process we have undertaken to assess the institution and programmes against our standards, to ensure those who complete the proposed programmes are fit to practice.

We have:

- Reviewed the institution against our institution level standards and found our standards are met in this area.
- Reviewed the programmes against our programme level standards and found our standards are met in this area following exploration of key themes through quality activities.
- Recommended all standards are met, and that the programmes should be approved.

Through this assessment, we have noted:

- The programmes meet all the relevant HCPC education standards and therefore should be approved.

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<b>Previous consideration</b>	Not applicable. This is a new programme the education provider is seeking approval for.
<b>Decision</b>	The Education and Training Committee (Panel) is asked to decide: <ul style="list-style-type: none"><li>• whether the programme is approved.</li></ul>
<b>Next steps</b>	Outline next steps / future case work with the provider: <ul style="list-style-type: none"><li>• The education provider is currently going through the performance review process (review period 2018-23) and are preparing their submission. The aim is for the performance review process report to be submitted before the end of this academic year to the Education and Training Panel (ETP).</li><li>• Subject to the Panel's decision, the programmes will be approved and delivered by the education provider from January 2024.</li></ul>

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## Section 1: About this assessment

### About us

We are the Health and Care Professions Council (HCPC), a regulator set up to protect the public. We set standards for education and training, professional knowledge and skills, conduct, performance and ethics; keep a register of professionals who meet those standards; approve programmes which professionals must complete before they can register with us; and take action when professionals on our Register do not meet our standards.

This is a report on the approval process undertaken by the HCPC to ensure that the programme detailed in this report meet our education standards. The report details the process itself, evidence considered, outcomes and recommendations made regarding the programme approval.

### Our standards

We approve education providers and programmes that meet our education standards. Individuals who complete approved programmes will meet proficiency standards, which set out what a registrant should know, understand and be able to do when they complete their education and training. The education standards are outcome focused, enabling education providers to deliver programmes in different ways, as long as individuals who complete the programme meet the relevant proficiency standards.

### Our regulatory approach

We are flexible, intelligent and data-led in our quality assurance of programme clusters and programmes. Through our processes, we:

- enable bespoke, proportionate and effective regulatory engagement with education providers;
- use data and intelligence to enable effective risk-based decision making; and
- engage at the organisation, profession and programme levels to enhance our ability to assess the impact of risks and issues on HCPC standards.

Providers and programmes are [approved on an open-ended basis](#), subject to ongoing monitoring. Programmes we have approved are listed [on our website](#).

### The approval process

Institutions and programmes must be approved by us before they can run. The approval process is formed of two stages:

- Stage 1 – we take assurance that institution level standards are met by the institution delivering the proposed programme(s)
- Stage 2 – we assess to be assured that programme level standards are met by each proposed programme

Through the approval process, we take assurance in a bespoke and flexible way, meaning that we will assess whether providers and programmes meet standards based on what we see, rather than by a one size fits all approach. Our standards are split along institution and programme level lines, and we take assurance at the provider level wherever possible.

This report focuses on the assessment of the self-reflective portfolio and evidence.

### **How we make our decisions**

We make independent evidence based decisions about programme approval. For all assessments, we ensure that we have profession specific input in our decision making. In order to do this, we appoint [partner visitors](#) to design quality assurance assessments, and assess evidence and information relevant to the assessment. Visitors make recommendations to the Education and Training Committee (ETC). Education providers have the right of reply to the recommendation. If an education provider wishes to, they can supply 'observations' as part of the process.

The ETC make the decisions about the approval and ongoing approval of programmes. In order to do this, they consider recommendations detailed in process reports, and any observations from education providers (if submitted). The Committee takes decisions through different levels depending on the routines and impact of the decision, and where appropriate meets in public. Their decisions are available to view [on our website](#).

### **The assessment panel for this review**

We appointed the following panel members to support this review:

Jennifer Caldwell	Lead visitor, Occupational Therapist
Carol Rowe	Lead visitor, Physiotherapist
Alistair Ward-Boughton-Leigh	Education Quality Officer

## **Section 2: Institution-level assessment**

### **The education provider context**

The education provider currently delivers 8 HCPC-approved programmes across 2 professions. It is a Higher Education provider and has been running HCPC approved programmes since 1993.

### **Practice areas delivered by the education provider**

The provider is approved to deliver training in the following professional areas. A detailed list of approved programme awards can be found in [Appendix 1](#) of this report.

	Practice area	Delivery level		Approved since
Pre-registration	Arts therapist	<input type="checkbox"/> Undergraduate	<input checked="" type="checkbox"/> Postgraduate	2006
	Practitioner psychologist	<input type="checkbox"/> Undergraduate	<input checked="" type="checkbox"/> Postgraduate	2007

### Institution performance data

Data is embedded into how we understand performance and risk. We capture data points in relation to provider performance, from a range of sources. We compare provider data points to benchmarks, and use this information to inform our risk based decisions about the approval and ongoing approval of institutions and programmes.

This data is for existing provision at the institution, and does not include the proposed programme(s).

Data Point	Benchmark	Value	Date	Commentary
Total intended learner numbers compared to total enrolment numbers	142	182	2022	The benchmark figure is data we have captured from previous interactions with the education provider, such as through initial programme approval, and / or through previous performance review assessments. Resources available for the benchmark number of learners was assessed and accepted through these processes. The value figure is the benchmark figure, plus the number of

				<p>learners the provider is proposing through the new provision.</p> <p>The value number indicates how many learners they are expecting to have and does show an increase in their total learner numbers. The visitors were made aware of this ahead of their. We looked at the resources in place to ensure there is capacity to support these learners and also the staff: learner ratio.</p>
Learners – Aggregation of percentage not continuing.	3%	4%	2020-2021	<p>This data was sourced from a data delivery. This means the data is a bespoke HESA data return, filtered based on HCPC-related subjects</p> <p>The data point is above the benchmark, which suggests the provider is performing below sector norms. But is only 1% higher. When compared to the previous year's data point, the education provider's performance has dropped by 3%. We made the visitors aware of this ahead of their review.</p>
Graduates – Aggregation of percentage in employment / further study	94%	95%	2019-2020	<p>This data was sourced from a data delivery. This means the data is a bespoke HESA data return, filtered based on HCPC-related subjects</p> <p>The data point is above the benchmark, which suggests the provider is performing above sector norms</p> <p>When compared to the previous year's data point, the education provider's performance has improved by 5%</p>

Teaching Excellence Framework (TEF) award	Silver		June 2019	The definition of a Silver TEF award is “Provision is of high quality, and significantly and consistently exceeds the baseline quality threshold expected of UK Higher Education.
National Student Survey (NSS) overall satisfaction score (Q27)	75.9%	76.6%	2022	<p>This data was sourced at the summary. This means the data is the provider-level public data.</p> <p>The data point is above the benchmark, which suggests the provider is performing above sector norms When compared to the previous year’s data point, the education provider’s performance has marginally improved by 0.5%.</p> <p>We explored this by reviewing the NSS feedback specifically for the existing Physiotherapy programme. There was clear evidence the programme was performing well in all areas and above the benchmark value. Learner satisfaction was reflected in the scores and visitors were satisfied there were no concerns in relation to this data point.</p>

### The route through stage 1

Institutions which run HCPC-approved provision have previously demonstrated that they meet institution-level standards. When an existing institution proposes a new programme, we undertake an internal review of whether we need to undertake a full partner-led review against our institution level standards, or whether we can take assurance that the proposed programme(s) aligns with existing provision.

As part of the request to approve the proposed programme(s), the education provider supplied information to show alignment in the following areas. The education provider has detailed below the various policies and procedures in place to support the introduction of the new programme and that will apply to this programme.

## Admissions

### **Findings on alignment with existing provision:**

- **Information for applicants –**
  - The education provider has explained how their website programme pages are available and prospective learners have access to admissions policies, entry requirements. They run ‘applicant communications’ with applicants throughout their application process with invitation to interviews, offer letters and enrolment instructions.
  - These will also all be updated to ‘Physiotherapy’ alongside references to other relevant professional programmes. Specific applicant communications will be created from templates for similar professional programmes to ensure applicants are aware of recruitment processes and subsequent programme conditions.
- **Assessing English language, character, and health –**
  - The education provider has policies in place for this area and these are detailed on their website in relation to programme entry requirements. Their admissions policy refers to English language, character, and health requirements for professional programmes and will be updated to include their Physiotherapy programme. Entry and suitability requirements are stated on the education provider’s website for other professional programmes. This gives prospective applicants information on the kind of requirements needed.
  - The Admissions Referral Board examines and makes decisions about applications where relevant criminal convictions have been declared and/or found on Disclosure and Barring Service (DBS). This will be expanded to include Physiotherapy programme applicants. Fitness to Study policy is generic and already refers to Fitness to Practise policy for professional programmes.
- **Prior learning and experience (AP(E)L) –**
  - Details on this area are discussed in education provider’s admissions policy, academic regulations, and Recognition of Prior Learning (RPL) policy. The programme specifications for Nursing RPL processes and on their ‘Transferring to Roehampton pages’ and the associated frequently asked questions section (FAQ’s). Existing generic and programme-specific information is already available on the University website, and this will be updated to include Physiotherapy.
  - Relevant generic information is contained within the admissions policy and refers to the Academic Regulations. This stipulates the general academic regulations on credit transfer and specifies relevant RPL limits for specific programme variations. The RPL policy already refers to ‘PSRB’ (Professional Statutory and Regulatory Body) requirements and the programme specification will also state specific RPL requirements. They also state that their Nursing RPL processes will be adapted for Physiotherapy.
- **Equality, diversity and inclusion (EDI) –**
  - The education provider has a number of policies which makes references to the application of Equality, diversity and inclusion (EDI). These include their Admissions policy, the ‘Equality and Diversity’



policy, the programme specifications, the disability policy, the 'Dignity and Respect' policy, the occupational health processes, and the 'Access and Participation Plan'. It is explicitly addressed within the Admissions Policy. EDI processes are involved in Nursing recruitment, including practice partners and service users and carers undertaking EDI training prior to interviewing candidates. EDI is also explicitly addressed within the programme specification template with reference to the University EDI policy.

- They confirmed the disability policy and processes are well-embedded within all programmes. Principles of reasonable adjustments applied to professional PSRB programmes will be replicated for Physiotherapy. Existing Occupational Health process for PSRB programmes will be adopted for Physiotherapy.

**Non-alignment requiring further assessment:** None

### Management and governance

#### **Findings on alignment with existing provision:**

- **Ability to deliver provision to expected threshold level of entry to the Register<sup>1</sup>**
  - The education provider has referred to their 'Articles of Association' in support of this area. These articles confirm degree awarding powers, including post-graduate programmes. The education provider also holds registration with the Office for Students (OfS) and their existing academic regulations stipulate the undergraduate and postgraduate frameworks and any specific programme variations.
  - They have also stated throughout their ARF (approval request form) the relevant Professional Statutory and Regulatory Body requirements (such as HCPC) are adhered to.
- **Sustainability of provision –**
  - The education provider has referred to their Portfolio Development Committee (PDC) Curriculum Strategy Committee (CSC) being in place and responsible for ensuring the sustainability of their provision. They state that the MSc Physiotherapy has been approved by both committees. This confirms the institutional strategic support and investment which aims to ensure appropriate resources are available. Full economic costing is detailed in the associated business case and embedded in the School Business plan.
  - The education provider has enabling strategies in place that underline their commitment to provide vocational pathways for the local community and workforce. The education provider successfully won bid for £2 million from OfS that was awarded to support the growth of Physiotherapy and other programmes.
- **Effective programme delivery –**
  - The education provider uses their Design and Delivery Framework, Academic Regulations and their Quality Assurance Procedures to

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<sup>1</sup> This is focused on ensuring providers are able to deliver qualifications at or equivalent to the level(s) in SET 1, as required for the profession(s) proposed

support effective programme delivery. The Design and Delivery framework guides the principles of validated programmes to ensure effective learner outcomes. The academic regulations stipulate academic structure, assessment and management, monitored and evaluated by quality assurance procedures. Processes are in place for ensuring additional PSRB requirements are met.

- The education provider has also referred to their programme and module level specifications. Programme and module specifications include updated templates and guidance to ensure contemporary and programmes-specific (inc. PSRB) requirements are clear.
- **Effective staff management and development –**
  - The Portfolio Development Committee (PDC) Curriculum Strategy Committee (CSC) contribute to effective staff management and development. The PDC/CSC approval and associated business case identify appropriate staff resources for programme, including meeting student staff ratio requirements.
  - The staff development plan identifies core and programme specific staff developmental needs and support. Their conditions of service for academic staff forms their standard terms and conditions and stipulates requirements to participate in Probationary Scheme and Appraisal and Development Scheme. These processes work effectively across their PSRB programmes.
  - The education provider's Academic Responsibilities Framework (ARF) is in place and uses both standard and non-standard tariff to identify appropriate staff workloads. This is used by their Nursing provision have required amendments to reflect specific work such as practical teaching, interviewing and placement support. Their capability procedures detail performance management process outside of the probation procedure.
- **Partnerships, which are managed at the institution level –**
  - The education provider has no plans to deliver the proposed programme through new or existing partnerships. Partnership development and approval are managed by their Partnerships Office using established processes. is a full set of updated processes available for this.
  - We note that partnerships will be needed for placements, but this can be managed at the programme level. We shall refer this matter to stage two of this approval case and highlight this for the visitors to assess.

**Non-alignment requiring further assessment:** A further assessment regarding partnerships is required and will be looked at through stage two of this process.

#### Quality, monitoring, and evaluation

#### **Findings on alignment with existing provision:**

- **Academic quality –**
  - The education provider has several policies and mechanisms in place to manage and monitor academic quality. These include their academic regulations which details the standards required and is the basis of quality assurance procedures. PSRB programmes have variants to

ensure specific requirements are clearly identified. They also stated their academic office is responsible for administering QA procedures. A suite of processes and templates are required through programme development, approval, delivery and monitoring.

- Programme monitoring occurs through the Student Education Plan (SEP). These are presented at Programme Board which reviews other measures of quality such as External Examiner feedback. Appropriate EEs will be appointed for Physiotherapy and are provided with training and support to conduct their roles.
- **Practice quality, including the establishment of safe and supporting practice learning environments –**
  - The education provider has discussed how a Physiotherapy stakeholder group in a similar fashion to their existing group for Nursing will be established for the proposed programme. This group will maintain the oversight of placement quality and are also joining LSEAPP for Physiotherapy who maintain oversight of placements at the local sector level. NHS England (NHSE) placements agreements will be used to establish partnerships for Physiotherapy where they don't already exist. This specifies the quality level expected for placement providers. A process of educational audit is in place and well-established. This process will be updated for the proposed Physiotherapy programme and used in future audits.
  - The education provider is joining the London and Southeast Area Placement Partnership (LSEAPP) and Tribal Group to help ensure sustainable placement provision. Existing Health Education England (HEE) Placement Agreements for Nursing will also be used to support new partnerships for Physiotherapy.
  - The education provider's Raising Concerns Process was written for their Nursing programme and will be updated to include Physiotherapy. Their Fitness to Practise (FTP) policy will be updated and implemented when a learner is identified as not fit for practice learning. Training resources and processes for developing and supporting supervisors will be adopted and repurposed to suit the proposed provision.
- **Learner involvement –**
  - The education provider has discussed several mechanisms as already in place to support learner involvement in their provision. This includes Module Evaluation Surveys (MES), Student Experience and Outcomes Panels (SEOPS), Programme Boards, Course Representatives the Students Union and Senate., They deploy nationwide surveys such as the Postgraduate Taught Experience Survey (PTES) and National Student Survey NSS as well as their own Pulse surveys.
  - Learner involvement is central to the education providers QA processes and PSRB programmes use an enhanced process, such as external examiner meetings with learners. Results / feedback from these mechanisms as well as outcomes and action plans are also analysed and developed through the Student Education Plan (SEP) which is presented for discussion at Programme Board. Course Representatives are identified and supported through the Student Union. Areas such as placements are often issues raised by learners on PSRB programmes.

- 'Student Senate' provides a forum where learners can raise issues of concern with members of the senior administration and can be consulted on key institutional matters. Postgraduate Physiotherapy learners will be encouraged to complete the national PTES which is analysed through QA process described above and used to inform action plans for improving learner experience. NSS follows the same approach for undergraduate learners and Pulse surveys will also be used to provide regular feedback.
- **Service user and carer involvement –**
  - The education provider has in place their Service User and Carer (SUC) Group and Strategy, their Stakeholder Group, SUC Coordinator and SUC Academic Lead / Champion that facilitate SUC involvement. They state they have a well-established SUC Group and Strategy which was strengthened and developed for Nursing and will incorporate Physiotherapy.
  - Service Users and Carers are involved with curriculum design and development, programme approval, programme evaluation, PSRB student recruitment, teaching, assessment and staff recruitment. SUC with experience of Physiotherapy practice will be sought through our existing networks. The SUC Group is chaired by Pro-Vice Chancellor (for education) and led by programme-level lead academics. The group is supported by a coordinator who ensures meetings are administered and SUC are supported with induction, training, onboarding, payment etc.

**Non-alignment requiring further assessment:** None

### Learners

#### **Findings on alignment with existing provision:**

- **Support –**
  - With regards to the support available for learners, the education provider has referred to the existing learning support in place. This will be made available and tailored for Physiotherapy learners. The library will be updated with relevant Physiotherapy materials and learners will have access to existing resources for other relevant health-related programmes. The Academic Achievement Team (AAT) is familiar with supporting learners on PSRB programmes and works closely with programme teams. 'Studiosity' is an academic draft review service which PSRB learners make good use of.
  - The Programme Convener role is responsible for overseeing and coordinating learner support. Module Conveners provide specific support at a modular level. The AGT (Academic Guidance Tutor) is embedded within PSRB programmes and is the main source of 1-2-1 academic and pastoral support. The Student Engagement Team undertakes targeted interventions to improve access, engagement and opportunity through initiatives such as addressing the Black, Asian, Minority Ethnic (BAME) attainment gap, student leadership and peer mentoring.

- The Student Union provides learners with support for processes such as academic appeals. The Student Charter details what learners can expect from the education provider.
- The education provider's supervisors support learners in practice for PSRB programmes. The education provider works with clinical partners to identify, train and support supervisors.
- **Ongoing suitability –**
  - The education provider has referred to several mechanisms as being in place to determine learner's ongoing suitability. This includes the Student Contract, their Fitness to Study (FTS) and to Fitness (FTP) policies, the Student Disciplinary Policy, Placement Agreements and their Annual Self-declaration procedure.
  - Enrolled learners are subject to the 'Student Contract' which sets out their general responsibilities and those specific to their programme, including PSRB requirements. The Disciplinary Policy is also used when non-programme related issues arise, such as disruptive behaviour in University accommodation. In such cases, the Secretariat will inform relevant Programme Conveners to ensure FTP is considered, where necessary.
  - The Standard Placement Agreement specifies responsibility for monitoring and responding to issues about ongoing suitability. Learners on PSRB programmes undertake an annual self-declaration process to confirm ongoing suitability. Learners are also encouraged to sign up to the DBS update service. When health or fitness is a potential issue, PSRB learners are referred to Occupation Health for review – this may also feed into FTP processes.
- **Learning with and from other learners and professionals (IPL/E) –**
  - The education provider's Interprofessional learning policy (IPL) policy was created for their Nursing programme and will be expanded to include Physiotherapy. The NHSE Standard Placement Agreement specifies the need for learner's access to multi-professional resources.
  - The Physiotherapy stakeholder group will monitor the access to IPL locally and work with LSEAPP to monitor this at a local sector level. Oversight for IPL is maintained by LTQC/LTQG Physiotherapy learners will have access to research seminars from a range of other professional groups.
- **Equality, diversity and inclusion –**
  - The education provider has stated how they have strong strategic governance with the EDI committee reporting to the University Executive Board. There are also a range of policies which feed into this area. Their access and participation plan highlights new vocational provision such as Nursing as increasing access to higher education.
  - EDI is also explicitly addressed within their programme specification template with reference to the Institution EDI policy. Disability policy and processes are embedded for all programmes, but principles of reasonable adjustments applied to professional PSRB programmes will be replicated for Physiotherapy.
  - There are a variety of EDI Network Groups and Champions which monitor and develop access and equality for learners and staff. Their 'Student Engagement Team' also leads innovations for supporting EDI

such as inclusive practice working group which includes learners to analyse and develop curricula etc.

**Non-alignment requiring further assessment:** None

### Assessment

#### **Findings on alignment with existing provision:**

- **Objectivity –**
  - To ensure objectivity in their assessments, the education provider has several procedures and regulations in place, including their academic regulations, assessment procedures, feedback framework, programme and module specifications. The proposed programmes will follow academic regulations regarding assessment structure and procedures with any additional relevant variations. The 'Assessment and Feedback' framework will be used to provide guidance on assessment style, volume, weighting, criteria etc. The categorical assessment criteria have been successfully applied to established PSRB programmes.
  - The 'Programme and Module Specifications' detail assessment maps, weighting, criteria, mapping to learning outcomes etc. The education provider will also adopt the Chartered Society of Physiotherapists Common Placement Assessment Form. This will help determine the objectivity in placements. The education provider has a 'Mitigating Circumstances policy' and these processes are managed at programme level. A Physiotherapy external examiner will be appointed to scrutinise assessment processes and sit on the board of examiners. Enhanced examiner roles have already been adopted for other PSRB programmes and this will continue for the Physiotherapy programme.
- **Progression and achievement –**
  - The education provider has confirmed the proposed Physiotherapy programmes will follow the Academic Regulations regarding progression and achievement with any required variations. These will be detailed in the Programme and Module Specifications. If required, the programme will have a bespoke examination board process to confer progression and achievement (as for Nursing). This is how their current system is operated for their Nursing provision.
  - Progression and achievement will also be monitored through their Student Education Plan, Programme Board, LTQC/LTQC and SEOPS (Student Experience and Outcomes Panel). This will include externally collected data such as OfS continuation and transfer data and Destination of Leavers from Higher Education survey.
- **Appeals –**
  - The education provider has stated that Physiotherapy programmes will follow the Academic Regulations and appeals process within the 'student complaints policy and procedure'. Additionally, the student's union at the education provider is responsible for supporting learners through this process. This process is already in place and in use for their existing provision and will apply to the proposed programmes.

**Non-alignment requiring further assessment:** None

### **Outcomes from stage 1**

We decided to progress to stage 2 of the process without further review through stage 1, due to the clear alignment of the new provision within existing institutional structures, as noted through the previous section.

There is one area regarding partnerships managed at the institutional level that shall be referred to the stage two review. The education provider stated that there are no plans to deliver the proposed programme through new or existing partnerships. We have found this to not be clear as it can read as stating no partnerships will be required. But partnerships will be needed for placements but can be managed at the programme level. We shall therefore investigate this further in stage two.

### **Section 3: Programme-level assessment**

#### **Programmes considered through this assessment**

Programme name	Mode of study	Profession (including modality) / entitlement	Proposed learner number, and frequency	Proposed start date
MSc Physiotherapy	FT (Full time)	Physiotherapy	30 learners, one cohort per year	18/09/2023

#### **Stage 2 assessment – provider submission**

The education provider was asked to demonstrate how they meet programme level standards for each programme. They supplied information about how each standard was met, including a rationale and links to supporting information via a mapping document.

#### **Quality themes identified for further exploration**

We reviewed the information provided, and worked with the education provider on our understanding of their submission. Based on our understanding, we defined and undertook the following quality assurance activities linked to the quality themes referenced below. This allowed us to consider whether the education provider met our standards.

Quality theme 1 – Effective collaborations with practice education providers.

**Area for further exploration:** We noted from the education provider’s submission that they have referred to having held meetings with partners and to have systems in place to engage partners. But we did not find supporting evidence to confirm this. It is important we ensure that a robust system is in place to engage with their partners

to effectively manage the programme and monitor placements. We therefore requested the education provider to submit evidence of these meetings / collaboration in the form of agendas, minutes of meetings and examples of signed agreements with partners.

**Quality activities agreed to explore theme further:** We chose to explore this further via requesting further information via email and allow the education provider an opportunity to provide further documentation and narrative explanation. We found this to be an appropriate way to explore this theme as it allows the education provider to submit hard evidence of engagement with their partners and discuss in their own words how they plan to continue engagement going forward.

**Outcomes of exploration:** The education provider supplied further documentary evidence to demonstrate how they engage with their partners. This evidence included minutes from stakeholder group meetings, focus groups and showed engagement with their stakeholders. A further two signed agreements with new placement partners have also been provided.

Ongoing collaboration will be facilitated via termly stakeholder meetings starting in spring 2024. These will allow an opportunity for ongoing collaboration and discussion of relevant issues such as placement evaluation. This will form part of their and HCPC quality assurance process. These meetings will occur alongside informal means of communication and will feed into their programme Board. The board meet termly three times per year, and the learning, teaching and quality group who meet twice per term.

Other mechanisms that will be used to facilitate collaboration with practice education providers includes inviting them to engage in focus groups that will work on developing module content and simulation content. Practice education providers will be involved in delivery of the programme as visiting lecturers and in via simulated placements. Stakeholders, including practice educators, practice managers and service users and carers, are involved in interviewing learners for acceptance onto the programme.

We found this to be a submission of clear documentary evidence that demonstrated the engagement between the education provider and practice education providers. We have found this to detail the engagements that have already taken place and how they plan to engage with their partners going forward. We have found this to address our questions and demonstrate the education provider are meeting the required connected standards.

#### Quality theme 2 – Ensuring practice placement capacity.

**Area for further exploration:** We noted from their submission that the education provider has processes in place to ensure practice placement availability. This is something they have referred to in their submission, but we require further evidence to be sure sufficient capacity is in place. We also note the concern from NHSE regarding overcrowding in this profession area for placements in London. We need to ensure there is capacity of placements for the proposed programme in order for the programme to run.



We discovered through their submission that that we need to ensure they have sufficient placements in place for the proposed learners. We therefore requested the education provider supply us with information to confirm placement capacity. This can come in the form of meetings minutes, placement timings plans, placement capacity agreements / placement contracts. We also asked the education provider to clarify how their Third Sector Organisation agreements progressing and confirm the geographical region they are planning to send learners to be placed in. This is to ensure that placements are accessible for their learners.

**Quality activities agreed to explore theme further:** We chose to explore this further by requesting further information via an additional documentary submission and allow the education provider to provide a further narrative. We found this to be an appropriate way to explore this theme as it allows the education provider to submit the required hard evidence of their practice placement capacity and explain how they plan to manage this going forward.

**Outcomes of exploration:** The education provider responded with additional supporting documentation and a narrative explanation addressing the concerns raised. The education provider submitted detailed information about how placement capacity is ensured, capacity is sufficient and how they will monitor capacity going forward.. This included a list of practise placement partners they are working with, details of regional partners they worked with and new placement partners they are beginning to work with.

This response acknowledged the challenge to placement capacity and detailed measures to ensure placement opportunities for the programme are secured. They also provided minutes of the London and Southeast area placement partnership (LSEAPP) , where capacity issues are discussed and provided evidence of engagement with the LPPG. Allied health professions (AHP) practice-based learning events were identified and the timings of placements are in discussion with 'Tribal' to help alleviate pressure on placements. Plans are in place to expand placements into research in education, leadership and research areas. They reported that at the LSEAPP meeting in May 2023, there were discussions around HEIs requesting more allocations than they need and unused / cancelled placements which adds complexity. Data shows that for Physiotherapy placements, 13% were unused and 10% were cancelled. They concluded from this that there are sufficient placements available. Their requests for placement allocations have been added to the placement management systems for physiotherapy in London.

The education provider continues to work with regional partners when planning their placements. They are aiming to timetable their placements to ensure they avoid peak times across the academic year. They have detailed the nine-practice education provider they have contracts in place which includes NHS trusts and primary and integrated care facilities. Work continues with a number of potential partners including various football clubs, ballet schools and care homes that will further increase placement capacity and variety.

The education provider explained their ongoing work with the Chartered Society of Physiotherapists (CSP). An operating requirement for CSP approval includes the

updating on placement capacity. This is required as early as Spring 2024 via their reporting mechanism and shall also serve to monitor ongoing placement capacity.

We have found our concerns to be addressed and the SET to be met. We also note the references to discussions with new potential placement providers. This demonstrates ongoing efforts to identify and secure placements going forward.

### Quality theme 3 – Fully qualified and experienced staff available to run the programme.

**Area for further exploration:** We note from the provider's submission that the team's experience is not strong in academia. We note that for two of the members of staff this will be their first academic appointment. It is important that the proposed programme has fully qualified and experienced staff available to deliver the programme. We therefore asked the education provider to supply details of any training in place or proposed for these members of staff to take part in. We asked the education provider to detail what support mechanisms will be in place for these staff on a day-to-day basis and asked if they will retain a clinical role.

**Quality activities agreed to explore theme further:** We chose to explore this further via requesting further information via email and allow the education provider an opportunity to provide further documentation and narrative explanation. We found this to be an appropriate way to explore this theme as it allows the education provider details the experience of their staff and how they will train / support them.

**Outcomes of exploration:** The education provider responded with a narrative response where they detailed how their plans for staff development follows standard institution-wide policies. These include their new ENHANCE framework, which provides the opportunity to recognise, record and reward professional activity. It is a developmental framework, providing a number of opportunities for professional development including accredited programmes.

The education provider also detailed the intensive sessions they plan to run to provide staff training. This was on a range of area including; teaching in a blended environment, learning from observation and engaging learners in their learning among others.

The visitors noted their plans for staff development and how all Physiotherapy staff have been assigned a buddy from the Nursing team to provide additional support. We have found this response to detail for us how staff are supported and how the education provider ensures all staff prepared to run the programme. We have no further concerns for this SET area.

### Quality theme 4 – Ensuring sufficient information on practice placement modules is available for learners.

**Area for further exploration:** We note from the education provider's submission that practise based learning is embedded into their planning and essential for the programme. We found there to be no module descriptors for the placement modules that would provide clear guidance for learners and practise educators. Programme

learning outcomes have been mapped to modules which include practise learning but without placement descriptors we are unable to assess how this mapping can be ratified. We therefore chose to explore this further via quality activity.

**Quality activities agreed to explore theme further:** We allowed the education provider to choose how best to respond to our concerns. We offered them the opportunity to have a virtual meeting with the visitors to explain how they plan to run and manage placements. They also could choose to respond via email or documentary submission, and this is how they chose to respond.

**Outcomes of exploration:** The education provider responded stating how placements will focus on application of knowledge, skills, behaviours, and values, developing professional behaviours and responsibilities. They discussed how they have structured their placement around the professional bodies Common Placement Assessment Form (CPAF) guidance. The CPAF guidance documents for learners and practice teams are included within the Practice-Based Learning Handbook. There will be a session timetabled during the second teaching block where 'Professional Skills for Health' is taught alongside the first simulation. Learners will have an opportunity to familiarise themselves with the CPAF and go through the form in detail. There will be a section on the Moodle programme page for learners that provides information about placements, and this will include all CPAF documents.

Learners will be supported in the development of digital literacy skills in several ways. The programme will be delivered using a blended learning approach through Moodle. The practice educator training sessions will be delivered online and recorded such that they can be shared with those who are unable to attend to increase accessibility. It is also intended that practice educators who act as visiting lecturers and those who are involved in simulations will have full access to the library at the institution.

The education provider also made their placement mapping document available for ours review. This exists and maps to the CPAF in lieu of a placement module descriptor. The visitors found the additional document of mapping of the PLO to the CPAF to provide greater clarity in the absence of a module descriptor. The visitors suggest this is made available to students to assist there understanding of the programme. The visitors were satisfied with this response and have no further concerns for this area.

## Section 4: Findings

This section details the visitors' findings from their review through stage 2, including any requirements set, and a summary of their overall findings.

### **Overall findings on how standards are met**

This section provides information summarising the visitors' findings against the programme-level standards. The section also includes a summary of risks, further areas to be followed up, and areas of good practice.

### Findings of the assessment panel:

- **SET 1: Level of qualification for entry to the Register** – this standard is covered through institution-level assessment
- **SET 2: Programme admissions** –
  - The selection and entry criteria are clear and set at an appropriate level for the programme. Academic entry requirements are identified in the programme specification and are clearly stated on their website.
  - Through clarification, the education provider clarified how all applicants on the programme will undertake a values-based interview. This will be detailed on their website and in the programme specification. Their programme team have jointly designed the interview structure and questions and sought guidance / advice from their Nursing provision
  - The visitors found their programme admissions policies to be clear and the use of the interview for prospective learners appropriate. The visitors have no concerns and find the SETs in this area met.
- **SET 3: Programme governance, management and leadership** –
  - The education provider has demonstrated how they have established relationships with several practice education providers. These are managed through consultation and stakeholder engagement and a list of meetings was provided as part of the supplied evidence. The education provider has signed placement agreements with five practice partners and several others are listed with whom negotiations are ongoing. Ongoing collaboration will be facilitated through termly meetings.
  - The education provider has demonstrated that they have procedures in place to manage practise placement capacity. These are existing procedures used in collaboration with other HEI's such as the London and Southeast area placement partnership (LSEAPP) and the placement management partnership group 'Tribal'.
  - The education provider detailed the range of academic and professional expertise that will be available on the programme. The programme will be supported by lecturers from other disciplines in the institution and further staff are being recruited for the programme.
  - The visitors noted the education provider having held meetings with partners and to have systems in place to engage partners. But we did not find supporting evidence to confirm this, we therefore explore this via quality theme [one](#).
  - The visitors noted the education provider has a system in place to ensure placement capacity. But did not find this evidenced in the submission. We therefore explored this further via quality activity [two](#).
  - The visitors noted how the academic team for the proposed programme are relatively new to working in academia. They found this to not be a strong academic team with some being new to academia. We therefore explore this further via quality theme [three](#).
  - Following this we had no further concerns finding the education provider to be meeting this SET area.
- **SET 4: Programme design and delivery** –

- The programme handbook maps programme learning outcomes to modules and placements. Modules and placements are mapped to the Standards of Proficiency (SOPS) demonstrating that SOPs will be met with successful completion of the programme. Assessment of SOPS are detailed within the module specifications or relevant section of the Common Placement Assessment Form (CPAF).
- Professional behaviours and the Standards of conduct, performance and ethics are embedded throughout the programmes to ensure learners understand the expectations. Professional behaviours are a key part of the CPAF and are assessed in practice.
- The programme reflects the knowledge, skills, behaviour and values articulated within the Chartered Society of Physiotherapy's (CSP) framework. Programme learning outcomes and modules are mapped to the framework and the curriculum has been designed to reflect the CSPs seven Principles of Practice-Based Learning. The documentation demonstrated how the programme supports the development of graduates to become lifelong learners, committed to reflective practice, personal and professional development.
- Through the consultation process the education provider has built relationships with placement providers and service users and carers (SU&C's). They will continue to seek input from all stakeholders to allow reflection on the relevance of the curriculum and make amendments if / where necessary. They will also utilise guest speakers to support the programme. This will also work to ensure the programme remains up to date and relevant to current practice.
- The education provider has detailed the variety of evidence-based teaching and learning methods that will be used in the delivery of the programme. This will include lectures, seminars, practical sessions, simulated learning and case-based learning, debates and learner presentation. This is evidenced in the module descriptors and are appropriate to the stated learning outcomes. Learning and teaching opportunities in practice will be unique to the placements and allow for the student to achieve the learning domains in the CPAF.
- We did not find descriptors for their placement muddles. Descriptors of placements would provide clear guidance for learners and practise educators. Programme learning outcomes have been mapped to modules but without placement descriptors. We therefore chose to explore this further via quality activity [four](#).
- Following this we had no further concerns finding the education provider to be meeting this SET area.
- **SET 5: Practice-based learning –**
  - The education provider has detailed how learners will complete just over 1000 hours of practice-based learning in the programme. This comprises of undertaking two simulation placements and five external placements over two years.
  - The education provider has identified a range of practice learning partners who they are working with to facilitate practice-based learning on the programme. This includes the NHS, charitable organisations, and the independent sector. This will provide opportunities for practice-

based learning and to enable learners to meet the practice learning aims of the programme.

- The education provider has demonstrated how practice-based learning is integrated across the two years of the programme. This includes two simulated placements and external placements which are described in the practice learning handbook. The programme plan shows the timing of theoretical modules and practice learning placements and how theory underpins practice.
- The education provider detailed how they have a number of placement agreements already in place and are working to develop a number of other practice learning placements. Models of supervision are identified to enable an adequate number of practice educators are available to provide appropriate and effective supervision. Visiting lecturers, placement evaluations and audits will enable monitoring of adequate provision.
- Practice educators from other professions may also contribute to practice learning based for the programme. These educators are required to complete training prior to taking on a supervisory role. All new practice educators are encouraged complete the modules provided through the NHS England (NHSE) Allied Health Profession (AHP) Practice Educator Training modules.
- The visitors found the education provider submission to comprehensively detail their policies for this area. The visitors have no concerns and find the SETs in this area met.
- **SET 6: Assessment –**
  - The education provider detailed how a variety of assessments are used for the programme. Including practical assessments, case-study based assessments, oral presentations, posters, critical reflections and in-class tests.
  - The visitors noted how professional behaviour, including the standards of conduct, performance and ethics is assessed in academic modules 3 and 7 of the programme and in placement through the CPAF.
  - The visitors found there to be good range of assessments used throughout the programme. They found this to be appropriate to the level of the programme. The visitors have no concerns and find the SETs in this area met.

**Risks identified which may impact on performance:** None

## Section 5: Referrals

This section summarises any areas which require further follow-up through a separate quality assurance process (the approval, focused review, or performance review process).

There were no outstanding issues to be referred to another process

## Recommendations

We include recommendations when standards are met at or just above threshold level, and where there is a risk to that standard being met in the future. They do not need to be met before programmes can be approved, but they should be considered by education providers when developing their programmes.

The visitors did not set any recommendations.

## Section 6: Decision on approval process outcomes

### Assessment panel recommendation

Based on the findings detailed in section 4, the visitors recommend to the Education and Training Committee that the programmes should be approved subject to the conditions being met.

Based on the findings detailed in section 4, the visitors recommend to the Education and Training Committee that:

- All standards are met, and therefore the programme should be approved

### Education and Training Committee decision

Education and Training Committee considered the assessment panel's recommendations and the findings which support these. The education provider was also provided with the opportunity to submit any observation they had on the conclusions reached.

Based on all information presented to them, the Committee decided that:

- The programmes are approved.

**Reason for this decision:** The Panel accepted the visitors' recommendation that the programme should receive approval.

## Appendix 1

Education provider	Case reference	Lead visitors	Quality of provision	Facilities provided
Roehampton University	CAS-01200-H3L1Q0	Carol Rowe Jennifer Caldwell	The education provider has demonstrated how the proposed programme will meet all the relevant HCPC education standards. We have therefore recommend that the	The programme is supported by a robust roster of staff. Sufficient staff are in place and ready to support the introduction of the programme. They have robust systems and policies in place to support staff

			programme should be approved.	<p>development and academic responsibility of their staff.</p> <p>The education provider has library resources in place to support the introduction of the new programme. Existing physical resources available for their nursing provision has been adapted to support the new physiotherapy programme.</p> <p>Training resources and processes for developing and supporting practise education supervisors will be adopted and repurposed to suit the proposed provision.</p>
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<b>Programmes</b>		
<b>Programme name</b>	<b>Mode of study</b>	<b>Nature of provision</b>
MSc Physiotherapy	Full time	Taught provision (HEI)



Appendix 2 – list of open programmes at this institution

<b>Name</b>	<b>Mode of study</b>	<b>Profession</b>	<b>Modality</b>	<b>Annotation</b>	<b>First intake date</b>
MA Art Psychotherapy	FT (Full time)	Arts therapist	Art therapy		01/09/2009
MA Art Psychotherapy	PT (Part time)	Arts therapist	Art therapy		01/09/2009
MA Dramatherapy	PT (Part time)	Arts therapist	Drama therapy		01/09/2006
MA Dramatherapy	FT (Full time)	Arts therapist	Drama therapy		01/10/2012
MA Music Therapy	PT (Part time)	Arts therapist	Music therapy		01/09/2006
MA Music Therapy	FT (Full time)	Arts therapist	Music therapy		01/09/2006
PsychD in Counselling Psychology	FT (Full time)	Practitioner psychologist	Counselling psychologist		01/01/2007
PsychD in Counselling Psychology	PT (Part time)	Practitioner psychologist	Counselling psychologist		01/09/2017